

STEPS:

Tutor:

- 1 "Let's review the 3 sounds I makes when it's followed by a vowel."

LION
"Divide that word."
"That word says?"
"What sound is the I making? How come?"

Emphasize the rule.
- 2 RADIO
"Divide that word."
"That word says?"
"What sound is the I making? How come?"

Emphasize the rule.
- 3 DELICIOUS
"Divide that word."
"That word says?"
"What sound is the I making? How come?"

Emphasize the rule.

"What other 2 digraphs also say /sh/?"

A: Review Sounds of I Followed by a Vowel

- 1 "As you know, when I is followed by a vowel, it is not *usually* a vowel team. So let's review the three different sounds that I will make when it's followed by a vowel."

• Tutor builds LION
"Go ahead and divide that word."

• Student divides as LI-ON
"That word says?" Lion
"What sound is the I making?" /eye/
"How come?" It's the first vowel in the word.
"Exactly. When I is the first vowel, it says /eye/."
- 2 • Tutor builds RADIO
"Go ahead and divide that word."

• Student divides as RA-DI-O
"That words says?" Radio
"What sound is the I making?" /ee/
"How come?" It's followed by a vowel
"Right. When I is followed by vowel, and it is not the first vowel, it says /ee/—unless it's part of a digraph."
- 3 • Tutor builds DELICI OUS
"Go ahead and divide that word."

• Student divides as DE-LI-CI OUS
"That word says?" Delicious
"What sound is that last I making?" expect various answers
"Yes. It's part of a digraph, so it makes the sound of the digraph. What does that digraph say?" /sh/
"What other two digraphs contain an I and also say /sh/?"
T-I and S-I
"Perfect."

STEPS:

Student:

Word frame is optional.

Read the word.

Say the sound that the I followed by a vowel is making and state why.

B: Read Words on Paper

“Now you’re going to read a page of words. Each word has an I followed by a vowel.”

“After you read each word, tell me what sound the I that is followed by a vowel is making, and why.”

cli <u>en</u> t	hilar <u>i</u> ous	multir <u>a</u> cial
cafeter <u>i</u> a	differen <u>t</u> ial	stall <u>i</u> on
devi <u>a</u> te	viol <u>i</u> n	suspici <u>o</u> us
vari <u>o</u> us	material <u>i</u>	Virgini <u>a</u>
li <u>a</u> r	atroci <u>o</u> us	repudi <u>a</u> te
experie <u>n</u> ce	conveni <u>e</u> nt	clini <u>c</u> ian
Russi <u>a</u> n	audi <u>e</u> nce	essenti <u>a</u> l

Dictate Words

bo-LIH-vee-uh
(Bolivia)
India Indian Scorpion rule

ex-FO-lee-ate
(Exfoliate)
Radiate rule

VEYE-o-lence
(Violence)
Industrial Dial rule

in-FEC-shus
(infec[?]ious, Infectiⁱous)
Spacious Ambitious rule

o-BEE-dee-ent
(Obedient)
Obedient Obedience rule

ree-MEE-dee-ate
(Remediate)
Radiate rule

fac-CHEW-ul
(Factual)
Actual rule

sub-STAN-shul
(Substan[?]ial, Substantial)
Financial Potential rule

pro-FIH-shent
(Profi[?]ient, Proficient)
Patient Sufficient rule

test-tih-MO-nee-ul
(Testimonial)
Industrial Dial Rule

GRA-shus
(Gra[?]ious, Graciⁱous)
Spacious Ambitious rule

C: Spell Real Words with Tiles

- *Tutor pulls out Spelling Rules for Level 8 page*
“Let’s review the spelling rules you learned in Level 8.”
- *Tutor reviews the spelling rules.*
“Let’s practice those rules.”
“I’ll say a word, you repeat it, then build it out of tiles. Use your spell checker whenever there’s more than one choice.”
- “Ready? The first word is bo-LIH-vee-uh.”**
- “Repeat that word.”**
- “Tap the syllables.”**
- “Go ahead and build that word.”**
- “Are you sure or do you want to look it up?”**
- “That word says?”**

STEPS:

Student:

Read the word.

Circle the Vowel Team.

Make just its sound.

D: Read Words on Paper

“Some Vowel Teams make only one sound. Others can make two or even three sounds.”

“All of the vowel teams in these words make only one sound.”

“After you read each word, circle its Vowel Team and tell me the sound it makes.”

“Be careful. A few words have more than one Vowel Team.”

raw

parsley

auditorium

alley

flamboyant

briefly

avoid

authentic

neurology

griev

sighing

galley

leukemia

scrawny

annoyed

applause

enlighten

euphoria

airfreight

naughty

uptight

Dictate Words

be-LEEF

(Beleef, Belief)

MOIST

(Moist)

au-DIH-shun

(Audi?ion, Audition)

DE-coy

(Decoy)

PRAWN

(Prawn)

GAL-lee

(Gally, Galley)

RIGHT (meaning Correct)

(Rite, Right)

FREIGHT

(Frait, Freight)

DRAWL

(Drawl)

FRAUGHT

(Fraut, Fraught)E: Spell Real Words with Tiles

“Next, you’re going to use tiles to spell words that contain Vowel Teams that make only one sound. So let’s review those Vowel Teams.”

- Tutor pulls out *Advanced Vowel Teams for Step E* page

“Let’s quickly review, starting at the top. If you hear /oi/, what are the two ways to spell it?” O-I and O-Y

“Which one will you use at the end of a word?” O-Y

“If you hear /au/, what are the two ways to spell it?” A-U and A-W

“Which one will you use at the end?” A-W

“You’ll also use A-W if /au/ is followed by just one Nice Letter. What are the Nice Letters?” N and L

“Very good.”

“The *rest* of these Vowel Teams are NOT the most common for spelling. But the words I’m about to give you *will* use these spellings, so let’s review them.”

“E-Y at the end makes what sound?” /ee/

“Vowel Team I-E makes what sound?” /ee/

“I-G-H makes what sound?” /eye/

“A-U-G-H makes what sound?” /au/

“And it’s always followed by a T.

“And the last one, E-I-G-H, makes what sound?” /ai/

“Use these vowel teams when spelling the following words. Ready? The first word is be-LEEF. Repeat that word.”
Beleef

“Go ahead and build that word. If you’re not sure, use your spell checker.”

STEPS:**Tutor:**

Review meaning of prefixes

Student:

Read the entire word

Explain what the word means.

F: Read Words with Prefixes on Paper

“You learned quite a few Prefixes in Book 8. Let’s review them.”

- *Tutor pulls out Prefix tiles Bi, Tri, Multi, Semi, Anti, Micro, Macro, Co, Auto, Self-, Counter, Bio, Geo*

“Which one means Three?” Tri

“As in what word?” expect various answers

“Which one means Very Small?” Micro

“As in what word?” expect various answers

“Which one means Life?” Bio

“As in what word?” expect various answers

“Which one means Earth?” Geo

“As in what word?” expect various answers

“Which one means More Than One?” Multi

“As in what word?” expect various answers

“Which one means Two?” Bi

“As in what word?” expect various answers

Which one means Stop?” Anti

“As in what word?” expect various answers

“Which one means Against?” Counter

“As in what word?” expect various answers

“The last two mean the same thing. What do Auto and Self mean?” Self

“Right.”

- *Tutor pulls out the Read These Words page*

“Each of these words contains one of those prefixes. First read the entire word. Then tell me what that word means.”

Posttest
READ THESE WORDS
Word Frame is optional

self-taught

codominant

triathlon

autoloading

bicuspid

multicolored

microcrystal

autoimmune

semiprecious

bimodal

macromolecule

bioethics

self-opinion

semiconscious

antistatic

biotype

multicultural

geomagnetic

coarticulation

microelectrode

countermove

Dictate Words

Antitrust

(Trust, Antitrust)
(Against a trust — a monopoly)

bi-LAT-er-ul

(Later^l*, Lateral, Bilateral)
(Two sides)

TRI-fo-culs

(Focl, Focal, Trifocals)
(Three focal lenses)

semi-FEYE-nul-ist

(Finl, Final, Semifinalist)
(Partly a finalist)

multi-MEE-dee-uh

(Media, Multimedia)
(More than one media)

MICRO-bus

(Bus, Microbus)
(Very small bus)

co-ed-u-CA-shun

(Education, Coeducation)
(Education with others)

AU-to-graph

(Graph, Autograph)
(Your name written by yourself)

self-em-PLOYD

(Employ, Self-employed)
(work for yourself)

BIO-chip

(Chip, Biochip)
(Chip made from living organisms)

COUNTER-charge

(Charge, Countercharge)
(Filing a charge against the original charge)

G: Spelling Words with Prefixes

“Now you’re going to spell words on paper. Each word will have a Prefix and a Baseword.”

“First repeat the entire word, then say just the Baseword.”

“All set? The first word is Antitrust.”

“Repeat that word.” Antitrust

“What’s just the Baseword?” Trust

“Write down the Baseword first.”

- *Student writes down TRUST*

“Now make it say Antitrust.”

- *Student adds the prefix ANTI*

“That entire word says?” Antitrust

“What would that word mean?” Against trust

“Right. In business, a trust means a monopoly. So antitrust means against a monopoly.”

“Here’s the next word.”

***TUTOR NOTE:** Since /ul/ at the end can be spelled several different ways, encourage your student to enter it as just L. But then the student cannot enter /er/ as ?r. So have him enter the /er/ sound using it’s most common spelling, which is ER.

STEPS:

Student:

Read the word.

Circle the Vowel Team.

Make just its sound.

H: Read Vowel Team Words on Paper

“Each of these words contains a Vowel Team that can make more than one sound.”

TUTOR NOTE: If you wish, you can pull out Page 19 and review the Vowel Teams before having the student read these words.

“Read the entire word. Then circle the Vowel Team and tell me what sound it makes in that word.”

Posttest
READ THESE WORDS
Word Frame is optional

shallow

bedspread

crouton

tour

break

rowdy

tower

accountant

uncouth

droop

pleasant

surveillance

crook

reindeer

acoustics

foundation

sublease

show

eagerly

receive

shower

STEPS:

Student:

Put word frame around word.

Read the word.

J: Read Sight Words

“Now you’re going to read sight words through the word frame.”

“You can NOT sound out these Sight Words.”

“So as soon as you see the word, just say it.”

*****TUTOR NOTE*****

I don’t expect your student to know how to *spell* all of these yet, but he should be comfortable reading them..

If there are any he has trouble with, be sure to add them to your Sight Word Reading Deck.

Posttest
READ THESE SIGHT WORDS
using the Word Frame

area

exhaust

vacuum

onion

fashion

fountain

science

cruise

view

guarantee

conscious

ancient

nuisance

juice

spirit

anxious

disease

cushion

scissors

mirror

bruise

STEPS:**Tutor:**

Review each retired Sight Word Spelling Card.

Student:

Read the card.

Explain why the letter is red.

“See and spell” once on wall.

“See and write” once on table.

Tutor:

After all retired cards have been reviewed, dictate each word once.

Student:

Says the word.

Writes it on paper.

Underlines the red letter.

K: Review Sight Word Spelling Cards

“Let’s review all the Sight Words that we’ve retired during this book.”

- *Tutor pulls out the Sight Word Spelling Cards that were retired during this book.*

“What’s this word?”

“Why is that letter in red?”

“Stare at it until you can see it in your mind with your eyes closed.”

“Look at that blank wall and see that word. How do you spell (sight word here)?”

“Good. Now write that word on the desk using your index and middle finger as the pen.”

- *Tutor repeats the above procedure for each Sight Word Spelling card.*

“Now I’m going to dictate each of these sight words. Repeat the word, write it down, then underline the red letter.”